

Approaching Close Reading and Higher Level Questioning

Initial Considerations:

- **Before asking students to read, approach the text as a reader yourself.**
 - Annotate the text as you come upon key words, phrases, concepts, and theories. Take note of what surprises you, what confuses you, and where the deepest meaning lies.
 - Identify patterns and trends in the text itself and in your annotations. What is repeating? What contradictions do you notice? What comparisons are made by author? Which ones can you make?
 - Ask questions about the things you've noticed, especially those that begin with *how* or *why*.
- **As you invite readers into this experience, invite them to engage in the same process by modeling it for them first and then over and over again throughout the school year.**
 - Ask questions that require readers to use the text in order to answer them.
 - Expect readers to annotate text, shape meaningful questions, and engage in discussions around them. Share your own questions, and as discussion unfolds, ***follow your initial prompts with additional ones that inspire deeper analysis.***
 - Give readers the time, the direction, and the feedback they will need to revisit text and revise their thinking and their work over and over again.
 - Allow them to struggle with words and concepts that are unknown to them. Demonstrate how they can use the text as a tool. Expect them to do this.

Helping Learners Ask Higher Level Questions at the Secondary Level

Applying Comprehension Strategies	Taking a Position
<p>Predicting: I predict that _____ If x happens then _____ Because x did y, I expect _____ I'm wondering if x _____</p> <p>Connecting: X reminds me of _____ X is similar to y because _____ X is important to y because _____</p> <p>Inferring: X is _____ so this means _____ Earlier, we learned _____, so this suggests _____ X causes Y as a result of _____, which demonstrates _____</p> <p>Summarizing: The main idea is _____ The author's point of view is _____ The author's purpose is to _____ We read this because _____</p> <p>Evaluating: The point made is valid/invalid because _____ The strengths of this piece are _____ The text/author does not do a good job of _____ What's most important about this is _____</p> <p>Analyzing the Text: The author uses _____ for the purpose of _____ The author assumes _____ and I agree/disagree _____ These particular features of the text clarify/convolute meaning _____</p> <p>Clarifying: This is what the author is really saying _____ Given that _____ happened, the author is trying to _____ X is not _____ but is instead _____</p> <p>Synthesizing: These factors suggest _____ Initially, we/I thought _____, but after learning _____, I now think _____ It's not a question of x but rather of y because _____</p>	<p>Agreeing: Most will agree that _____ I agree with the suggestion that _____ and this evidence supports that as well.</p> <p>Disagreeing: I would challenge x's point about y because _____ I would argue that _____ because _____ X claims y, but we've learned that _____ so _____ While x suggests y, this evidence disproves that _____</p> <p>Agreeing and Disagreeing: I agree that _____ I challenge y because _____ I share x's belief that _____ but question _____ because _____ I agree with _____ but question how that belief helps us resolve _____</p> <p>Arguing to Enlighten: X is happening, but it is not y but z that is causing it to happen. While x is true, I would argue y, because of z. Previously, we understood x to be the most important factor, but y has changed, having this effect _____. I'm noticing this relationship _____ which changes previous notions about _____.</p> <p>Provoking Action: We've learned x, so we must do _____ In order to do y, we must learn more about x. We used to think x, but now we realize y. Let's plan how we will use this information to do z.</p>

Adapted from the work of Jim Burke <http://www.englishcompanion.com/pdfDocs/BurkeHOutsTeachingReading.pdf>